

Recognition of Prior Learning (RPL)

Part 2

UEENEEE038B

Participate in Development and Follow a
Personal Competency Development Plan

- Candidate Self-Evaluation & Unit Guide -

Name: _____

Group: _____

2394 - College of Electrical Training Incorporated (CET)

Copyright Details:

© College of Electrical Training, WA

Copyright of this material is reserved to the College of Electrical Training, WA. Reproduction or transmittal in whole or part, other than for the purposes and subject to the provision of the Copyright Act, is prohibited without the written authority of the College of Electrical Training, WA.

Copyright Acknowledgements:

The College of Electrical Training would like to acknowledge the assistance and permission of the following organisations/personnel for the use of copyright material.

ElectroComms and Energy Industry Skills Council Ltd (E-Oz Energy Skills Australia)

© Commonwealth of Australia

Continuous Improvement

Amendments to this document may be produced on an ad hoc basis as the need arises.

Amendments to this document will include changes that are required as a result of:

- Feedback from stakeholders;
- Changes to legislative requirements;
- Changes to College of Electrical Training (CET) policies and procedures.

Validation

This document will undergo validation every 12 months. Validation will be facilitated by the CET Development Team. Upon completion of the validation process, amendments will be made to the document or a new version of the document will be produced.

Disclaimer

Whilst every effort has been made to ensure the accuracy of the information contained in this document, no guarantee can be given that all errors and omissions have been excluded. No responsibility for loss occasioned to any person acting or refraining from action as a result of the material in this document can be accepted by the College of Electrical Training.

Feedback

We value your opinion and welcome suggestions on how we could improve this document.

Send your comment(s) and/or suggestion(s) to:

College of Electrical Training
PO Box 3857
SUCCESS WA 6964
Ph: (08) 9417 8166
Fax: (08) 9417 8766

Contents	Page No
Unit Descriptor (Synopsis)	4
Candidate's Self-Evaluation & Self-Assessment	8
Candidate's Self-Evaluation	9
Third Party Report (Referee Testimonial)	10
Other Supporting Information	11

Unit Descriptor (Synopsis)

UEENEEE038B Participate in Development and Follow a Personal Competency Development Plan

1 UNIT DESCRIPTOR

This unit covers the application of skills and knowledge in taking responsibility for one's own competency development. It encompasses understanding the structure of a competency development plan, participating in the development of a personal competency development plan, understanding responsibilities and obligation under competency development plan, following activities for developing competency, self-monitoring competency development and meeting trainee obligations for periodic reporting of competency development activities.

2 PREREQUISITE UNIT(S)

There are no prerequisite competencies for this unit.

3 APPLICATION OF THE UNIT

This unit is intended to support competency development entry-level employment and post qualification based programs incorporated in approved contracts of training and approved programs.

4 COMPETENCY FIELD

Electrotechnology

5 ELEMENTS AND PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency and Performance Criteria describe the required performance needed to demonstrate achievement of the Element.

ELEMENT	PERFORMANCE CRITERIA
1 Participate in the development of a personal competency development plan.	<p>1.1 The nature of competency-based training is sought from discussions with appropriate persons and understood.</p> <p>1.2 The responsibilities/obligations of trainees/learners, their employers, trainers and assessors in a competency-based development program are sought from discussions with appropriate persons and understood.</p> <p>1.3 Competencies to be achieved in a personal competency development plan are established in discussions with appropriate persons.</p> <p>1.4 Details on how to achieve the individual competencies in the plan are sought from discussions with appropriate persons and understood.</p>
2 Follow a personal competency development plan.	<p>2.1 All aspects of the competency development plan are put into practice and followed diligently.</p> <p>2.2 Opportunities to practise skills and apply knowledge relative to a particular competency are pursued</p> <p>2.3 Assistance is sought from appropriate persons to overcome difficulties in develop skills and apply knowledge relevant to a particular competency.</p> <p>2.4 Progress in competency development is self-monitored against the competency development plan.</p> <p>2.5 Modifications to the personal competency development plan are made in consultation with appropriate persons.</p> <p>2.6 Trainee/learners responsibility for periodic and timely reporting of competency development activities is followed.</p>

Unit Descriptor (Synopsis)

6 REQUIRED SKILLS AND KNOWLEDGE

Evidence shall show that knowledge has been acquired of safe working practices and participating in development and following a personal competency development plan.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-EE038B Responsibilities under a competency development plan

Evidence shall show an understanding of responsibilities under a competency development plan to an extent indicated by the following aspects:

- T1 (i) Competency Development (training) Plans encompassing:
- (a) state/territories requirements (acts/regulations)
 - (b) competency development (training) contracts
 - (c) competency development (training) period
 - (d) purpose of competency development (training) plans
 - (e) process in developing competency development (training) plans
 - (f) parties involved in the competency development (training) plan
- (ii) Qualification Structure encompassing:
- (a) scope of work
 - (b) training Packages - electrotechnology
 - (c) competency standard units (CSU's)
 - (d) structure of Qualification
 - (e) off-Job Requirements
 - (f) on-Job Requirements
- (iii) Responsibilities of Parties to the contract encompassing:
- (a) employer responsibilities
 - (b) learner responsibilities
 - (c) RTO responsibilities
 - (d) State Training Authorities (STA)
- (iv) Electrotechnology Industry Career Opportunities encompassing:
- (a) industry Areas
 - (b) qualification levels
 - (c) career paths
- (v) Industry customs and practices encompassing:
- (a) industry bodies – employer and employee representatives
 - (b) regulatory bodies – including licensing/registration, OHS, IR, training authorities – apprentice/trainee regulation
 - (c) vocational and technical education system – Australian Qualification Framework (AQF), credentials, Australian Qualification Training Framework (AQTF)
- (vi) Monitoring of Workplace Evidence encompassing:
- (a) workplace exposure and practices and relationship with competency standard units
 - (b) methods of collecting workplace evidence
 - (c) monitoring period cycle
 - (d) requirements of workplace evidence
 - (e) actions taken for unsatisfactory progression
 - (f) role of state training authority (STA)
 - (g) apprentice/learner responsibilities
 - (h) employer responsibilities
- (vii) RTO Policies encompassing:
- (a) apprentice/Learner Responsibilities
 - (b) teachers/Trainers Responsibilities
 - (c) absenteeism
 - (d) off-Job component assessment specifications
 - (e) on-Job component assessment specifications
 - (f) qualification completion requirements and award
 - (g) advanced standing and/or RPL
 - (h) result review procedures

Unit Descriptor (Synopsis)

- (viii) Apprentice/Learner Discipline Policy encompassing:
 - (a) apprentices/Learners rights
 - (b) apprentice/Learner responsibilities
 - (c) breaches of discipline
 - (d) types of penalties Apprentice/Learner Responsibilities
- (ix) Attendance at the Vocational and Technical Education Centre encompassing:
 - (a) importance of attendance
 - (b) record management of attendance
 - (c) attendance cards
 - (d) advice to employer of absences
- (x) Fire and Emergencies at the Vocational and Technical Education Centre encompassing:
 - (a) designated fire and emergency exits
 - (b) procedures in the event of a fire
 - (c) evacuation procedures
 - (d) assembly points importance of attendance
- (xi) Occupational Health and Safety at the Vocational and Technical Education Centre encompassing:
 - (a) eye protection
 - (b) foot protection
 - (c) protective clothing
 - (d) personal injuries
 - (e) mobile phones and personal belonging
 - (f) dress regulations
 - (g) rotating machinery
- (xii) Entry Requirements encompassing:
 - (a) numeracy requirements
 - (b) literacy requirements
 - (c) vocational and technical education centre support mechanisms
 - (d) testing and appropriate action by learner
- (xiii) Vocational and Technical Education Centre Tour encompassing:
 - (a) vocational and technical education centre layout
 - (b) building layout
 - (c) tour of building and vocational and technical education centre

KS02-EE038B Methods of monitoring and reporting competency development activities

Evidence shall show an understanding of methods of monitoring and reporting workplace activities indicated by the following aspects:

- T1 (i) RTO's responsibility to receive and monitor workplace activities of the apprentice/learner
- (b) Industry requirements for monitoring workplace evidence
- (c) Acceptable methods for monitoring and reporting workplace activities
- (d) Apprentice's/Learner's responsibility to participate in the reporting of workplace activities
- (e) RTO's requirements in periodically evaluating development of apprentices/learners from the workplace activities information gathered, and providing feedback and advice on areas requiring improvement
- (f) Employers responsibilities to participate in monitoring, reporting and confirming workplace activities, and assisting in overcoming areas requiring development by the apprentice/learner
- (g) Options for appeal or assistance from RTO or State Training Authority (STA)

7 RANGE STATEMENT

This unit shall be demonstrated in relation to participating in development and follow a personal competency development plan in an electrotechnology discipline with the following attributes:

- responsibility for one's own competency development in developing and applying skills and knowledge
- structure of a competency development plan
- development of a personal competency development plan participation
- responsibilities and obligation under the competency development plan
- activities for developing competency followed

Unit Descriptor (Synopsis)

- competency development self-monitoring
- trainee obligations met
- periodic reporting of competency development activities met

Participating in development and follow a personal competency development plan shall be demonstrated in any of the following Electrotechnology disciplines:

- (a) Automation technologies
- (b) Computers
- (c) Data Communications
- (d) Electrical
- (e) Electrical Machines
- (f) Electronics
- (g) Fire protection
- (h) Instrumentation
- (i) Refrigeration and Air Conditioning
- (j) Renewable / sustainable energy
- (k) Security technology

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated.

8 CRITICAL ASPECTS OF EVIDENCE

Before the critical aspects of evidence are considered all prerequisites must be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated performance criteria shall be demonstrated on at least two occasions. Evidence shall also comprise:

- A representative body of performance criteria demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:
 - Implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the performance criteria and range statement encompassing:
 - Apply sustainable energy principles and practices as specified in the performance criteria and range statement
 - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.
 - Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:
 - Participate in development and follow a personal competency development plan as described in the Range Statement and including:
 - (a) Seeking and understanding the responsibilities under a competency development plan.
 - (b) Seeking and understanding how to achieve the individual competencies in the plan.
 - (c) Following all aspects of the plan diligently.
 - (d) Pursuing opportunities to develop competency.
 - (e) Seeking assistance to overcome difficulties in developing competency.
 - (f) Self-monitoring competency development.
 - (g) Periodically reporting competency development activities.
 - (h) Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.

Candidate's Self-Evaluation & Self-Assessment

Completion instructions

The purpose of completing the Self-Evaluation Form is to enable candidates who believe that they already possess the competencies, to assess their skills and knowledge against the qualification.

Complete the following pages and identify your capacity to perform the tasks described. Be honest in your appraisal. By completing this self-evaluation you will be identifying the areas where you may be able to apply for recognition.

NB: If this self-evaluation is being used as evidence, your supervisor must evaluate your ability to perform the work tasks. Your supervisor is also asked to comment on your ability to perform these work tasks and verify this by signing each section.

If this self-evaluation is being used only so that you and your Assessor can decide if you should proceed, then it doesn't have to be verified.

Identify your level of experience in performing each competency/task by using the following:

- not well – I do the task but not well.
- well – I do the task well.
- very well – I do the task really well.

See example below.

Competency/Task	I have performed these tasks			Supervisor's Evaluation	Evidence to support claim <small>(Number and name the document you are providing for easy reference.)</small>	
	Frequently	Never	Sometimes		Doc No.	Documentation provided
Using a computer to enter or change work information or data.			Not Well	Not Well		
Using personal protective equipment as appropriate to conduct my work safely and in accordance with site and legal requirements.	Well			Well	1	<i>Copy of Company Personal Protective Equipment Requirements for my job role.</i>

Candidate's Self-Evaluation

Candidate's name		Date completed				
Unit(s) of competency	UEENEEE038B Participate in Development and Follow a Personal Competency Development Plan					
Competency/Task	I have performed these tasks			Supervisor's Evaluation	Evidence to support claim <small>(Number and name of the document you are providing for easy reference)</small>	
	Frequently	Never	Sometimes		Doc No.	Documentation provided
1. Seeking and understanding the responsibilities under a competency development plan.						
2. Seeking and understanding how to achieve the individual competencies in the plan.						
3. Following all aspects of the plan diligently.						
4. Pursuing opportunities to develop competency.						
5. Seeking assistance to overcome difficulties in developing competency.						
6. Self-monitoring competency development.						
7. Periodically reporting competency development activities.						
8. Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items.						
Supervisor's comments <i>(Please provide a comment on the candidate's ability to perform the above work task/s.)</i>						
Supervisor's name				Position		
Supervisor's signature				Date		

Third Party Report (Referee Testimonial)

All people who verify your work are to complete the details below to ensure validity. (You may need multiple copies of this form.)

Candidate's name	
Referee's name <i>(Name of person providing this evidence)</i>	
Position/Title	
Licence/Registration N°	
Workplace	
Workplace address	
Telephone numbers	
Email address	
This report was completed	via interview by Assessor <input type="checkbox"/> independently by referee <input type="checkbox"/>
Interview conducted by <i>(if applicable)</i>	
Date of interview	
Instructions	<p>As part of the assessment for _____, the candidate requires evidence from a third party (employer, supervisor or equivalent). This evidence will be used to validate the candidate's skills and experience.</p> <p>A letter of support from the organisation validating a range of tasks performed by the candidate over a period of time is useful in identifying competence.</p>

To whom it may concern

Re: _____ who is a _____.

I certify that the above-named person has worked at _____ for a period of _____.

They have regularly completed the following activities to an acceptable workplace/industry standard within this organisation:

Declaration	Yes	No
I understand the evidence/tasks the candidate has performed on which I am required to comment.	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to be contacted if further verification of my statements is required.	<input type="checkbox"/>	<input type="checkbox"/>

If you would like further information or would like to discuss any of the above, I can be contacted on _____

Yours sincerely,

Signature: _____

Date: _____

Other Supporting Information

The following table provides a guide of additional evidence sources to support your claim for Recognition of Prior Learning. If you have any other evidence you are encouraged to provide this to your Assessor.

If you do not have other evidence you are not excluded from applying for recognition and you should discuss options with your Assessor.

If you are providing other documents as evidence then it is a good idea to number each document for easy identification. Place the number of the relevant document against the evidence listed below.

Other documentary evidence	Document number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	